

Child Psychology

Development in a Changing Society

Fifth Edition



Robin Harwood

Scott A. Miller

Ross Vasta

WILEY

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Preface

The major goals of the first four editions of *Child Psychology* (Vasta) were to serve instructors' needs, maximize student learning, and reflect accurately and comprehensively the present-day discipline of child psychology. These goals have remained central as we prepared a 5th edition. We also, however, have substantively expanded and reworked the coverage in ways that make this edition a truly new version of the textbook, one that captures the excitement and relevance of child psychology at the beginning of the 21st century. This is exemplified in the text's new subtitle: *Development in a Changing Society*. This new edition places children, child development, and the contexts in which development occurs at the center of the discourse.

- This new edition uses a contextual model as its integrative theme. This is visible in every chapter throughout the book through headings, text, features, chapter sequence, and design. For example, the chapter sequence is structured to move from the microsystem to the macrosystem. Also, every chapter has a concept map that takes a main idea from the chapter and expresses it using the framework of Bronfenbrenner's ecological systems model.
- The chapters themselves have been restructured for greater ease of presentation. Prenatal Development and Birth have now been combined so that they are included in the same chapter. The Piagetian and Vygotskian approaches to cognitive development are now presented in a single chapter, while two separate chapters are now devoted to Relationships with Peers and to Families and Society, allowing for expanded coverage of these topics.
- In addition to these broad organizational changes, we have expanded coverage of numerous topics, including development of the brain, physical health in childhood, cultural perspectives on cognition and schooling, core knowledge approaches, social problem solving, intrinsic motivation and mastery learning, development of ethnic identity, alternative family structures, and the impact of mass media and technology.
- In addition, in every chapter we have added a section that relates the chapter subject to (1) social and cultural contexts, or (2) implications of research for social policy, public practice, or societal change. Thus, *Child Psychology: Development in a Changing Society* has a strong balance of theory, research, and real-world application.
- The new edition retains its commitment to research, evident in a separate chapter on research methods and by featuring research in every chapter in a Research and Society box as well as in narrative context. However, in this new edition the focus has shifted from researchers to

readers. The "Classics of Research" and "Cutting Edge Research" boxes in the 4th edition have been selectively reintegrated into the new edition's text narrative, retained as boxes, or moved to the companion web site with added pedagogy.

- At the same time that it represents research in the field of child development, the new edition focuses more on social relevance and practical application. The 4th edition was praised for its Applications boxes, and this feature has been retained in the new edition. New Applications features focus on research-based practical advice on topics of importance to parents and caregivers. In addition, each chapter has a subtitled feature, called Conversations, showcasing actual professionals in diverse fields related to child development, who talk about the families and children they serve. In Conversations, these professionals explain, for example, how knowledge of child development helps them in the challenges and rewards of working with infants and children.
- Finally, we have streamlined and integrated the pedagogical features for the fifth edition. Each chapter outlines several learning objectives which appear at the top of major sections. These learning objectives are then linked to Test Your Mastery Questions at the end of each major section. Finally, the Summary at the end of every chapter provides students with an outline to the learning objectives and mastery questions, and their answers.

MAJOR FEATURES OF CHILD PSYCHOLOGY: CHILD DEVELOPMENT IN A CHANGING SOCIETY

Several important features have characterized *Child Psychology* throughout each of its editions: an emphasis on a contextualist view of human development, a concern with cultural context and cultural diversity, and an emphasis on state-of-the-art coverage. In addition, *Child Psychology* has always featured topical organization, and a focus on readability and accessibility to students.

A Contextualist Approach

The most important and distinctive feature of *Child Psychology: Development in a Changing Society* remains its emphasis on the contextualist view of human development. Inspired by Urie Bronfenbrenner's seminal work and fueled by the rediscovery of Lev Vygotsky's writings, modern child psychology has increasingly adopted a contextualist perspective. The child is not viewed as a passive recipient of environmental influences but as an active producer of those influences. From the very beginning, the infant engages in a transactional "dance" with the caregiver, each regulating the behavior of the other. As the child grows, development interacts in critical ways with the social contexts in which it occurs, some of the most important being

the family system, the peer group, the school, and the cultural environment.

As in previous editions, *Child Psychology* integrates relevant contextual material throughout the text. Thus, in addition to discussing the effects of schools, families, and peers in separate chapters, we consider such influences for each of the topics for which they are relevant. For example, Chapter 11 examines the impact of adverse social circumstances on the development of attachment, Chapter 12 discusses the ways in which schools can affect self-esteem, and Chapter 14 considers the impact of both parents and peers on moral development. This approach allows the course to move from one area of development to another in a topical manner, while including the broad tapestry of variables that affect each area.

We have made three major changes to the present edition that we believe result in an even stronger presentation of contextual influences. First, we have made the contextual perspective a guiding model throughout the text, with structural reorganization and a conceptual map at the end of every chapter demonstrating key elements of the child's ecosystem that influence development according to each chapter topic. Second, we have reworked the "Families and Peers" chapter into two separate chapters: Relationships with Peers, and Families and Society. Discussions of peer and family influences still occur throughout the book. The new organization, however, permits a fuller consideration of general issues in the study of peers and the family (e.g., parenting styles, the family as a system), and the expanded coverage in the final chapter on Families and Society allows for a deeper examination of the influence of the exosystem and macrosystem on child development.

Cultural Diversity

Each edition of this book has seen expanded coverage of research in diverse communities in North America and in cultures around the world. This remains true for the fifth edition. Discussions of development in different cultures are woven throughout the text. For example, we describe how different cultures foster different approaches to language learning (Chapter 10), we discuss different conceptions of the self and morality across different cultures (Chapters 12 and 14), and we consider cultural variations in childrearing practices (Chapter 16).

In addition, the inclusion of the contextual model as a guiding perspective has allowed us to provide a conceptual framework within which students can interpret such work. We believe that this change makes our treatment of development in cultural context exceptionally strong.

State-of-the-Art Coverage

Information is being generated in the field of child development at a staggering rate. To prepare a textbook of

manageable proportions, authors must make some tough decisions. We have chosen to balance seminal and classical studies in the field with up-to-date references of articles published in the last few years.

In addition to such general updating, every chapter includes a feature entitled Research and Society. These sections permit a fuller discussion of some especially interesting recent research developments that have high real-world relevance, such as the mapping of the genome or the latest brain imaging techniques. Although our focus is on current work, we recognize that some truly classic studies should be known by every student of human development. This material has been integrated into the text.

Topical Organization

We have chosen to organize the book topically. By considering each topic area in a single chapter, we believe we can most effectively present and critique the full body of research and theorizing relevant to that area. The 16 chapters can be grouped into five general parts, integrated thematically according to an ecological model:

- **Understanding the Contexts of Child Development:** Chapters 1, 2, and 3 provide the foundation of the discipline, covering theoretical and historical frameworks for child development, studying child development in context, and the biological context of development.
- **Contexts of Physical Development:** Chapters 4-6 focus on aspects of physical development, such as prenatal development and birth; the early capacities of infancy, including motor, sensory, and perceptual development; and physical growth and health.
- **Contexts of Cognitive Development:** Chapters 7-10 cover Piagetian and Vygotskian approaches to cognitive development; information processing and the core knowledge approach; intelligence and schooling; and language and communication.
- **Contexts of Social and Emotional Development:** Chapters 11-14 describe social and emotional development, including emotional development, attachment, the self-system, moral reasoning, prosocial and antisocial behavior, and gender role development.
- **Peer, Family, and Community Contexts:** Chapters 15-16 focus on peer relations, families, and influences of the larger society.

Although the overall organization is topical, the internal presentation of Chapters 4-16 is developmental. The topic area—be it language, gender roles, or whatever—begins with the newborn and describes development through adolescence. This approach helps the student to appreciate the continuity of growth within each area and also to understand the ongoing interactions between biological processes and contextual influences. In addition, a new feature highlights content links between chapters in the margins of the text.

Readability and Accessibility

We have worked hard to make our text above all interesting and accessible to the student reader. We believe that the text's comfortable writing style and the clarity with which concepts are introduced, discussed, and interrelated will enable students to read and understand a rigorous treatment of the issues. Users of previous editions have consistently praised the text's accessibility.

In addition, we have focused throughout the text on real-world relevance and application. This is particularly evident in our use of the Applications and Conversations features in every chapter.

PEDAGOGICAL FEATURES

In our effort to be complete and up to date, we have not forgotten that this is a textbook whose audience includes college sophomores. We have designed into the book a number of features to maximize the likelihood that students will learn the material.

Chapter-Opening Vignettes

Each of the chapters begins with a brief story designed to capture the student's interest and to introduce the topic under consideration. In Chapter 3, for example, we open with the story of Carbon Copy, the cloned kitten, and we consider some of the intriguing ethical questions posed by the research. In Chapter 8 we preview the discussion of information processing with the true story of Josh Waitzkin, child chess champion, and ask students to consider what types of thinking might distinguish a novice from an expert in a given domain.

Research & Society Feature

The Research and Society Feature, which appears in every chapter, is designed to make students aware of recent and exciting research findings that have high real-world relevance and application. Among the topics singled out for such coverage are the Human Genome Project (Chapter 3), Technology and Gender Selection (Chapter 4), Imaging the Brain (Chapter 6), Bilingual Education (Chapter 10), and Bullying and Victimization (Chapter 15).

Conversations Feature

- This feature, appearing in every chapter, showcases actual professionals in diverse fields related to child develop-

ment, who talk about the families and children they serve. In Conversations, these professionals explain, for example, how knowledge of child development helps them in the challenges and rewards of working with infants and children. Examples include conversations with an adoption social worker (Chapter 3), a pediatric physical therapist (Chapter 5), a speech-language pathologist (Chapter 10), and men in nontraditional roles (Chapter 13).

Applications Feature

This feature appears in every chapter and presents examples of research programs and findings that have been applied to the solution of practical problems in schools, homes, hospitals, and other real-world settings. Examples include Society, Teens and Sexuality (Chapter 6), Brains in a Box: Do New Age Toys Deliver on the Promise? (Chapter 8), and Reducing Stereotype Threat in Minority Populations (Chapter 9).

Test Your Mastery Sections

At the end of each major section in a chapter, questions are presented that link to the learning objective for that section. This organization encourages students to pause and reflect on what they have just read and helps set the stage for the sections that follow. Learning is reinforced when the answers to the Test Your Mastery sections are provided in the Chapter Summary.

Chapter Summaries

Each chapter ends with a summary of the major points and issues to help students organize and review the chapter's material. These summaries are designed to facilitate learning by linking clearly to the learning objectives and Test Your Mastery sections for each chapter.

Running Glossary

Boldfaced glossary items in the text highlight terms of continuing importance to students. These items are defined in the margin on the same page, as well as at the end of the book, providing a convenient guide for reviewing the material.

For Discussion Questions

Included in each chapter are a set of questions designed to foster critical thinking. Each question notes a finding or principle from the chapter and asks the student to apply it to an issue of real-world or personal relevance.

Margin Links to Related Content

Each chapter features links to related content in other chapters, provided in the margins. This gives students a greater appreciation for the ways in which development in one domain relates to development in other domains.

Illustration Program

We reworked many of the figures and drawings from the previous edition to create new, effective illustrations in a full-color format. We also carefully selected many new color photos that depict situations and events described in the text, along with some that illustrate laboratory techniques and other research methods.

SUPPLEMENTARY MATERIALS

Accompanying the text is a full package of materials to support student learning and classroom teaching. The package includes the following.

Student Study Guide

The study guide for students contains chapter outlines, learning objectives, key terms, application exercises, critical thinking exercises, self-test questions, and practice exams. This guide was prepared by Claire Novosad of Southern Connecticut State University.

Instructor's Resource Manual

The Instructor's Resource Manual contains guidelines for the first-time instructor, chapter outlines, learning objectives, key terms, lecture topics, discussion questions, in-class and out-of-class activities, supplemental readings,

video guide, and media materials. The guide was prepared by Joyce Hemphill of the University of Wisconsin, Madison, and is available on-line at www.wiley.com/college/harwood.

Test Bank

The test bank provides approximately 120 questions for each chapter, keyed to the text in multiple-choice and essay formats. Each question notes the text page on which the answer can be found and whether the question is factual or conceptual. The test bank was prepared by Susan Siaw of the California State Polytechnic University, Pomona and is available on-line at www.wiley.com/college/harwood.

POWERPOINT FILES

A set of files with accompanying lecture notes is available on-line at www.wiley.com/college/harwood for instructor use. The PowerPoint slides were prepared by Jennifer Lindner.

Video Library

Instructors can choose from a variety of videos and clips for class presentation from the Child Psychology Video Library. Please contact your local Wiley representative for more details about the different video options.

Web Site

Using the Vasta Web site, located at <http://www.wiley.com/college/harwood>, students can take practice quizzes for each chapter, and instructors can download the text supplements directly to their computers.

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This book is about children, and we never would have entered the field of child psychology—let alone have pursued its study with such pleasure—without the inspiration of our own wonderful children. They always have our deepest gratitude.

We owe special thanks to our Developmental Editor, Mary Ellen Lepionka. This book could not have been completed without her assistance and dedication.

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Scott A. Miller

Scott Miller is Professor of Psychology at the University of Florida. After completing his undergraduate work at Stanford University in 1966, he entered the Institute of Child Development at the University of Minnesota, where he earned his Ph.D. in 1971. His initial appointment was at the University of Michigan. He is a Fellow in the American Psychological Association (Division 7). He has previously authored *Developmental Research Methods*, second edition, and coauthored (with John Flavell and Patricia Miller) *Cognitive Development*, fourth edition. His research has been in the cognitive area, focusing on Piaget's work, children's understanding of logical necessity, theory of mind, and parents' beliefs about children.

Ross Vasta

Before his death in 2000, Ross Vasta was Distinguished Professor of Psychology at the State University of New York at Brockport. He received his undergraduate degree from Dartmouth College in 1969 and his Ph.D. in clinical and developmental psychology from the State University of New York at Stony Brook in 1974. He was a Fellow in the American Psychological Society and the American Psychological Association (Division 7). In 1987 he was awarded the SUNY Chancellor's Award for Excellence in Teaching. His previous books include *Studying Children: An Introduction to Research Methods, Strategies and Techniques of Child Study*, and *Six Theories of Child Development*. He also edited the annual series *Annals of Child Development*.

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